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ABSTRACT

A study was undertaken to develop and pilot an assessment model for an on-line, college-level, French civilization course. The model was applied to examine the effects of this instructional mode on teaching and learning, noting opportunities for faculty-student contact, speed and type of feedback, time on task, and concerns with learning styles. Characteristics of student participants were also analyzed to determine degrees of technological skills required, preferences concerning structured environment, and active learning initiative. In addition, the model was used to assess the demands on faculty in terms of workload, technological ability, and reflective teaching. Multiple measures were used to assess the model's utility; those findings are examined and implications for pedagogy, curriculum, and future research are discussed. Contains two references. (MSE)

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ED 418 596

# Assessing A Virtual Course: Development of a Model

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1998

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**Abstract**

The growing trend toward reliance on the computer for language teaching demands serious assessment to determine the efficacy of this electronically mediated instructional tool. During a piloted on-line course offering, an assessment model comprised of multiple measures was developed and tested. Focusing on an upper-division university French Civilization course, the model was applied to examine the effects of this instructional mode on teaching and learning, noting opportunities for faculty-student contact, speed and type of feedback, time on task and concerns with learning styles. Characteristics of student participants were also analyzed to recognize degrees of required technological skills, structured environment preference, and active learning initiative. In addition, the model was applied to assess the demands on faculty in terms of workload, technological ability, and pedagogical reflectivity practices. The findings of the multiple measures are discussed, and implications for pedagogy, curriculum and future research are presented.

# Assessing A Virtual Course: Development of a Model

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A pressing concern to educators and administrators on university and college campuses today is the influence of technology on courses, curricula, enrollments, faculty and students. However, the primary focus of such discussion revolves around teaching and learning outcomes and the differences which result when comparing traditional classroom instruction to on-line delivery modes. These differences are only beginning to be investigated.

In summer of 1997, the California State University system, through the Chancellor's Office, initiated a pilot project of on-line course delivery. The participating universities agreed that each campus would make a limited number of on-line courses available. Funding for equipment and technical support was provided to faculty who were interested in engaging in the experiment. Because the system was interested in exploring the viability of on-line course delivery, including its attraction, advantages, disadvantages, and requisites, assessment was to be an essential component of each course offering. This paper will focus on one such course and its pilot assessment component offered by the English and Foreign Languages (EFL) Department at California State Polytechnic University, Pomona.

## Research Questions

To assess the viability of on-line delivery in one specific course offering, two EFL faculty conducted a pilot study which sought answers to the following three research questions:

1. How does the difference in course delivery, that is, traditional versus on-line, affect teaching and learning?

2. Who are the students for whom on-line course work is appropriate?

3. What are the different or additional requirements of on-line course delivery for faculty?

## The Course

Contemporary France (FL 308) is an upper-division course which satisfies the General Education requirements for graduation. The course is designed to introduce the student to the civilization of modern France, from the short-lived glorious ideals of the French Revolution to the founding of its Fifth Republic, from its position as a formidable European and colonial power to its present position in the European Union. Through readings, lectures, Internet explorations, and on-line discussions, the student is exposed to the cultural heritage, the perspectives, and the problems of the well-educated French citizen. Although the primary aim of the course is to provide the student with insight into the rich heritage and world view of the French people, it also strives to continue perfecting the student's understanding of the spoken and written French language. (See Appendix A for Course Syllabus.)

The course was delivered entirely over the Internet. All the materials

needed (e.g., texts, audio-lectures, quizzes) were made available on-line. A discussion list and e-mail were used to maximize the interaction between the instructor and the students, and among the students in the class.

## Student Population

In the pilot study, eight students, three males and five females, ranging in age from early twenties to fifties, were involved in the initial class offering during the summer of 1997. Four completed the entire course, one took an incomplete, another withdrew by the third week, and two were special on-line participants who accessed the course intermittently.

Due to a lack of infrastructure for this type of course delivery, no major attempt was made to advertise the course beyond the campus, nor was there any mechanism in place to enroll off-campus students interested in a single on-line course. In addition, the language prerequisites for the upper-division course work were a significant limitation on enrollment. Environmental factors in California tend to limit the number of students who enroll in French classes, and few students continue beyond the minimally required language course work. The sampling was small, therefore, for a variety of reasons.

### Student Background

All students who completed the course (including the student who took the incomplete) worked full-time or had other full-time commitments; all needed to satisfy the upper-division general education requirement for graduation; all were interested in perfecting their knowledge of French culture; all wished to satisfy their curiosity about on-line course delivery; all had completed a minimum of three (3) quarters of French language classes, most with plans or

hopes to one day visit or live in France; and all were English majors (possibly attracted by the advertising flyers in the English and Foreign Languages Department.)

The two special on-line participants were permitted access because of the low enrollment in the initial offering in order to create a more diverse group of a greater size. These participants were unique because of the different perspectives they brought to the course: one was a professor in Australia who is involved in on-line course delivery and had lived in France; the other was an employee of a publishing firm that is investigating the effects which the on-line delivery mode may have on the text publishing market.

All students were familiar with computer use, word processing, Internet navigation, downloading and installation processes; all had e-mail accounts (some through the university, others through private Internet service providers); all had access to the appropriate equipment, including relatively fast computers with audio capability, modems, and necessary software; all were capable of learning with ease and eager to learn new technology (e.g., threaded discussion lists, Real Audio, interactive web forms, and protected file access.)

Faculty Background

The course was taught by one faculty member, a native speaker of French, who is an associate professor, with a specialization in seventeenth-century French literature. She also speaks German, Spanish and English. Her previous teaching includes French language, linguistics and French civilization at the secondary, undergraduate and graduate levels. Interested in ensuring student achievement in language acquisition, she successfully developed a

grant that provided for a language laboratory at Cal Poly Pomona. Her interest in enhancing teaching and learning has led her to learn and explore the potentials of new technologies, such as web-page development, programming, presentational software use, and multimedia authoring applications.

In order to confirm the validity and effectiveness of a technological approach to second-language learning, the instructor collaborated with another faculty colleague from the same department to devise appropriate assessment measures.

## Methodology

### The Model

In order to answer the three research questions, the faculty researchers designed an assessment model based on the "Seven Principles of Good Practice in Teaching and Learning":

1. Good Practice encourages contacts between students and faculty
2. Good Practice develops reciprocity and cooperation among students
3. Good Practice uses active learning techniques
4. Good Practice gives prompt feedback
5. Good Practice emphasizes time on task
6. Good Practice communicates high expectations
7. Good Practice respects diverse talents and ways of learning

(Chickering and Gamson 1987)

Additionally, the model incorporates the general categories of variables, indicators, and measurements created by Driscoll, Gelmon, Holland, Kerrigan, Longley, and Spring (1997). (See Appendix B for the Model.)

Due to the innovative method of delivery and a concern for controlling extraneous variables, the emphasis in assessment was placed on teaching. Therefore, as a first step the researchers developed teaching objectives which were aligned with the seven principles. For example, the first principle," Good Practice encourages contacts between students and faculty," generated the following teaching objective: "Provide students with multiple and diverse types of interaction with faculty to facilitate learning."

Subsequently, the researchers narrowed the list of variables that pertained to teaching objectives within the context of the French Civilization course and its on-line delivery mode (i.e., proximal/digital, ease/difficulty of contact, frequency of opportunities, confirmation/permanence of message, interaction quality, efficiency/clarity, asynchronous/ synchronous). To operationalize these variables, the faculty-researchers identified indicators within the context of the course (e.g., frequency of contact, type of contact, preference for type of contact). Once the variables were made tangible, the researchers were able to create multiple measures for assessing the teaching objectives. For example, for the first principle dealing with faculty-student contacts, the following assessment measures were projected: pre- and post-surveys, tabulations of e-mail message frequency, voicemail/phone call frequency, and discussion group and chatroom participation. Weekly formative questionnaires were also developed.

The Measures

The pre-survey questionnaire (see Appendix C) was constructed with questions specific to each of the seven principles and each attendant teaching objective. It was designed to gather information about students' prior academic experiences in order to compare them with their experiences in this particular course. Addressing the first principle, for example, questions were asked regarding types, frequency, and preference of contact with faculty. After questions were generated for all seven principles, they were entered into a database that produced interactive web forms by which students could submit their responses automatically to the instructor. Technical difficulties (i.e., database corruption) forced a change in strategy for assessment data collection. The questions were then sent out and returned via e-mail. (This change produced some confusion for the students which resulted in only a 50% return on the pre-survey.) Due to the length of the pre-survey questionnaire and the limits of the e-mail delivery system, the questionnaire was divided into sets A and B. It was sent as two messages but at the same time. The students also returned them as two messages, again simultaneously.

In a second stage, a formative questionnaire was constructed, again based on the seven principles. So as not to overburden the student with assessment measures, the formative questionnaire was divided into two sets, A and B. (See Appendix D for Formative Questionnaire Sets.) These were sent on alternate weeks via e-mail. As formative evaluation and especially because of the innovative nature of this course, the responses were used by the instructor as a means of modifying the on-going course work.

In addition to the questionnaires, the researchers had originally intended to tabulate contact frequency and type (e.g., number of e-mail/voicemail messages). However, the instructor found this to be unmanageable and redundant to the students' weekly self-report. Consequently, no data were collected separately for this measurement.

The procedure for devising, sending, and returning responses to the post-survey questionnaire was identical to that of the pre-survey questionnaire. However, the content of the post-instrument focused on the immediate on-line course experience (i.e., FL 308) instead of general classroom experiences.

## Findings

Pre- and Post-Survey

The findings from the Pre- and Post-Surveys are discussed here in general terms due to the small number of respondents in the pilot project. (Note: To allow for reader's ease of comparison, Pre-Survey responses are in plain text followed by Post-Survey responses in italics.)

***1. Good practice encourages contacts between students and faculty***

Part A, Questions 1-3

**Methods of contacting faculty** (e.g., in person during office hours, in person before and after class, by e-mail, by voice mail):

Pre: all methods noted
*Post: e-mail contacts and discussion list on the Web*

**Frequency of contact**

Pre: 1-2 times per term
*Post: weekly*

**Preferred method of contact**

Pre: slight preference for contacting faculty before or after class meeting
*Post: e-mail*

Summary: Comparison of pre- and post-survey responses appears to indicate a change in mode of contact preference for e-mail and increased frequency of contact.

***2. Good practice develops reciprocity and cooperation among students.***

Part A, Questions 4-6
**Methods of contacting fellow students** (e.g., in person before and after class, by e-mail, by telephone/voice mail):
Pre: all methods noted
*Post: e-mail*

**Frequency of contact**
Pre: e-mail, 1-2 times per term; telephone, 1-2 times per term to weekly; in person, every day before or after class meeting
*Post: e-mail, weekly*

**Preferred method of contact**
Pre: in person before or after class meeting
*Post: e-mail and the discussion list on the Web*

Summary: Comparison of pre- and post-survey responses appears to indicate a change in mode of contact preference for on-line access (i.e., e-mail and discussion list) and increased frequency of contact.

***3. Good Practice uses active learning techniques***

Part A, Question 7
**Main manner of material presentation in other/prior humanities courses**
Pre: group activity/peer discussion; reading/writing; lecture; projects
*Post: group activity/peer discussion; reading/writing; lecture; projects; library research/Web research; computer-assisted instruction*

Summary: Comparison of pre- and post-survey responses appears to indicate additional means of accessing course material.

***4. Good Practice gives prompt feedback***

Part A, Questions 8-11

**Feedback provided in past course assignments**
Pre: Yes
*Post: Yes*

**Speed of returned work**
Pre: More than one week
*Post: Within one week*

**Common type of feedback**
Pre: grade + comment; specific guidance for improvement
*Post: multiple general comments*

**Most useful type of feedback**
***Pre:* grade + comment; specific guidance for improvement**
*Post: multiple general comments; peer feedback*

Summary: Comparison of pre- and post-survey responses appears to indicate increased speed of feedback and additional type of feedback (i.e., peer response).

***5. Good Practice emphasizes time on task***

Part B, Questions 12-15

**Time spent commuting**
Pre: 1-more than 2 hours
*Post: None*

**Time spent in library research (single project)**
Pre: 1-2 hours
*Post: None*

**Frequency of success in research**
Pre: Sometimes-Often
*Post: Often*

**Time spent per week for course work outside of class for single class**
Pre: 1-4 hours
*Post: 2-8 hours*

Summary: Comparison of pre- and post-survey responses appears to indicate a decrease in time spent commuting and in the library with increased frequency of success in research. (Although it appears that time spent on work outside of class doubled, researchers caution a simple interpretation of this response. Please see Discussion below.)

***6. Good Practice communicates high expectations***

Part B, Questions 16, 17, 22

**Reasons for taking course**

Pre: To further my interest in the course content area; for personal growth and fulfillment; to satisfy a general education requirement
*Post: To further my interest in the course content area; for personal growth and fulfillment; to satisfy a general education requirement; to understand how cyberspace courses are conducted*

**Information processing expectations in this course**

Pre: Understand (i.e., grasp the meaning of the material and put into own words)
*Post: Understand; Synthesize (i.e., put parts of the material together to form a new whole)*

**Rating of your abilities in French**

Pre: Reading, low–intermediate
Writing, low–intermediate
Listening, low–intermediate
Speaking, beginning
*Post: Reading, intermediate–high intermediate*
*Writing, low-–intermediate*
*Listening, intermediate*
*Speaking, beginning–low intermediate*

Summary: Comparison of pre- and post-survey responses appears to indicate differences: reasons for taking the course (i.e., additional curiosity about cyberspace course work); manner of processing information (i.e., moving from understanding to synthesis); and French language skills (i.e., improvement in all areas except writing.)

***7. Good Practice respects diverse talents and ways of learning***

Part B, Questions 18-21

**Best learning mode**

Pre: seeing or reading
*Post: seeing or reading; by doing something*

**Test reaction**

Pre: answer immediately and then go on
*Post: answer immediately and then go on*

**Time-of-day study preference**

Pre: later in the day (after 2 PM) or no preference
*Post: later in the day (after 2 PM) or no preference*

**Syllabus-type preference**

Pre: flexible, adjustable, self-paced
*Post: flexible, adjustable, self-paced*

Summary: Comparison of pre- and post-survey responses appears to indicate use of an additional learning mode (i.e., learn by doing.)

Formative Assessment

Two types of formative assessment, formal and informal, were used during the course. The formal instrument was composed of a short weekly questionnaire which provided an overall view to the instructor as to how the course was progressing. (Please see Appendix D.) Some interesting outcomes of the formative assessment include validation of post-survey findings: for example, the amount of time spent per week was confirmed bi-weekly as 2-6 hours per week; feedback was perceived as prompt; cognitive progress from understanding to synthesis was regularly noted. The evaluation also precipitated a mid-course correction: Student response to the formative

instrument indicated a lack of interaction among the students. As a result, the instructor built in a required interaction by asking students to post a response to a reading and then post a response to another student's response, thus forcing the desired contact.

The informal assessment was composed of the instructor's observation of the students' work or lack thereof. For instance, early in the course, the instructor found that in order to ensure interactivity and timely responses, firm deadlines had to be established. In addition to setting the deadlines, the instructor also had to send follow-up e-mail messages which prompted and reminded students of due dates, thus creating "Guilt Buttons." Through informal assessment, the instructor further noted that the student postings in response to her topics or questions elicited rich and lengthy reflections which exceeded her expectation; recognizing this activity as a valuable teaching tool, the instructor increased the number of required postings by students.

## Discussion/Implications

To assess the viability of on-line delivery in one specific course offering (FL 308), this pilot study sought to investigate the following research questions:

***1. How does the difference in course delivery, that is, traditional versus on-line, affect teaching and learning?***

• Faculty-student contact

In the on-line course, the researchers found increased opportunities for dialogue with the instructor (via e-mail), thereby offering greater opportunities

for learning course content and ways to manage it. On the other hand, researchers observed few opportunities for interaction among students unless it was obligatory.

> The implication is that faculty must adjust their communication styles. Technology affords easy and immediate access through e-mail and threaded discussion lists; however, the instructor must force interaction among students, which occurs naturally in a traditional course.

• Feedback

The researchers found that the instructor's increased speed of feedback was a direct result of the electronic nature of delivery (i.e., e-mail and/or discussion list), contrary to a traditional class format where students may have to wait for the next class meeting. However, unlike the traditional class where an instructor may give easy and quick verbal feedback, in the on-line course everything must be written, requiring additional time and energy on the part of the instructor. The speed of instructor response is dependent upon several variables, such as student need, instructor choice, size of class, etc. One limitation noted by the instructor in this course was that the public nature of the discussion list allowed only for general feedback comments; a method allowing for more individualized and specific feedback (i.e., e-mail) was available but used less often.

> One implication is that feedback in on-line courses is similarly dependent on the teacher and on the class size, as in a traditional course. However, because this is the only method of contact for on-line students, the demand and the expectation increase. The on-line instructor, therefore,

must carefully separate work and personal time so as not to become a slave to the course.

• Time

An expected response from students in the on-line course survey was that they spent less time commuting and less time in the library than during a traditional course. However, they reported greater success in research activities via on-line modes. Additionally, the researchers found that students reported they spent nearly twice the amount of time on on-line course work than they did on traditional course work. However, it should not be inferred that on-line course work requires double the time of a traditional course. Through the assessment instrument, the researchers asked only for "the amount of time spent outside of class," not heeding the fact that in an on-line course all activity is essentially "outside of class." A possible advantage to this lack of time constraint, though, is that a student may continue producing a substantial response to the instructor's questions without concern for time (i.e., the end of a class period). This may explain the high-quality student postings to the professor's questions in this on-line French Civilization course.

Implications regarding the factor of time suggest that students may be more willing to spend additional time at the computer instead of commuting to campus. On-line course work may also encourage greater reflectivity on the part of the students due to lack of physical classroom time constraints.

• Learning

The on-line course provided greater variety in accessing the course materials through the addition of web research tools and computer-assisted instruction. The electronic delivery allowed for the creation of frequent problem-based activities, thereby offering students an additional mode of learning, that is, by doing. As a result, students were able to process information more effectively and to move along the cognitive-development continuum from understanding to synthesis.

> The implication is that when used appropriately and effectively, the new technologies allow for cognitive growth and facilitate new learning modes.

***2. Who are the students for whom on-line course work is appropriate?***

• Technologically Savvy Students

The nature of the instructional delivery requires that the students have access to and be comfortable with technology and be willing to expand their repertoire of technological skills.

> The implication is that this kind of course will not appeal to everyone.

• Nontraditional Students

The on-line course appears to attract students who have other commitments (e.g., full-time job, child-care responsibilities) and favor an unstructured environment in the sense of time and place. But because good practice in

teaching and learning requires interactivity with faculty and among students, it is particularly important in an on-line course to provide structure. Contrary to early forms of distance learning (i.e., correspondence courses) where no attempt was made to create interaction, this new mode of delivery creates a tension between the ability of the student to self-pace and the need to submit materials in a timely fashion so as to ensure maximum interactivity.

> An implication is that in a traditional course, the instructor's physical presence, student peer presence, and the physical classroom elicit student awareness of deadlines. The on-line mode, however, which may attract nontraditional students, requires extra effort of the instructor to provide structure. In addition to creating a tightly scaffolded syllabus, the instructor must be willing to prompt students electronically of forthcoming deadlines, for example, "This is due by midnight on July 15," and "I haven't heard from some of you for a week. Remember, this is due!"

• Aggressive Learners

In a traditional course, students are present when they are physically attending class. Even though students may not be actively participating, the teacher can assume that they are absorbing some information by their mere presence in class. In the on-line mode, unless students take the initiative to contact the instructor or post a response, they are invisible. Such behavior requires a degree of maturity, responsibility and initiative on the part of the students.

> The implication is that while students who are aggressive learners may be advantaged by this method of delivery, non-aggressive learners will be handicapped. A note of caution: As educators in instructional

programs consider alternate modes of delivery, they need to be aware of this limitation. Again, this kind of course will not suit all learners.

***3. What are the different or additional requirements of on-line course delivery for faculty?***

• Workload

In the on-line course, opportunities for accessing up-to-date support material were increased. For example, students were able to access daily French newspapers and radio broadcasts, and the material provided by the instructor, such as Real Audio lectures, texts, outlines, etc. Therefore, students were able to re-read and re-hear material any number of times for confirmation of their understanding. However, the amount of time required by the instructor to make the materials available to students in a logical and coherent fashion is challenging and very time and labor intensive.

One implication is that students have nearly unlimited access to the latest information. However, another caveat is that the faculty member may not simply rely on a one-time set-up. The dynamic nature of the Internet requires the instructor be constantly vigilant that all links to relevant documents remain active and appropriate.

• Presentation

In a traditional course, the instructor focuses primarily on content. In an on-line course, the content also is a major consideration; however, the material must be

front-loaded rather than transactional, meaning that all elements of the course must be prepared in advance and visually presented. Instructor must initially and carefully consider organization and ease of use.

> An implication is that the instructor needs to spend considerable time thinking and re-thinking the instructional design from the student (i.e., user) perspective. The instructor must be adept at web design and knowledgeable in the use of appropriate technological tools.

• Reflectivity

The innovations offered by technology necessitate a re-thinking of pedagogical methods. In order to apply the Principles of Good Practice, the instructor must become reflective of past practices in adapting them to the new tools for delivery. Rather than relying on lecture presentation only, the instructor will be afforded opportunities to find or develop new methods for students to access and process information, such as problem-based activities .

> The implication is that faculty who may be drawn to teaching in this mode must be willing to re-examine their current instructional practices and techniques. They must be willing to change and seek appropriate tools. And faculty must be willing to take risks since there are no guarantees that this method of on-line delivery will work all the time and for everyone.

**Conclusion:**

The pilot summer on-line course of FL308, Contemporary France, offered by the English and Foreign Languages Department, resulted in the development of an assessment model with multiple measures, based on the "7

Principles of Good Practice." Three research questions yielded preliminary findings dealing with the issues of teaching and learning , student population, and faculty practice. By means of the model, the two faculty researchers discovered that on-line course delivery affects teaching and learning in a number of ways, such as more frequent student-faculty contact, increased speed of feedback, more time devoted to course work, and additional modes of learning resulting in cognitive growth. The research seems to imply that this mode of delivery appeals to certain types of students, but it may discriminate in favor of aggressive learners since a particular type of behavior is required for participation and success in such a course. The research findings also suggest that the on-line delivery mode requires modification of faculty practices and perceptions.

The university initiative to offer on-line summer courses in 1997 provided an opportunity for faculty researchers to develop and pilot test an assessment model which may be adapted for use in future research focusing on electronically mediated course delivery.

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## Appendix A
## Course Syllabus

**FL308: La France contemporaine**
**Syllabus**
**Summer Quarter 1997**

Please read this first

Teaching and learning in cyberspace is probably a new situation for most of you as it is for me. Therefore, I would like to establish some ground rules.

**How to access course materials.**
In order to access materials and participate actively in the class, you will use the following tools and environments:

**Internet World Wide Web pages**:
Two types of pages: the ones I have created for you and the ones I will send you to for exploration and assignments
**Intranet pages:** Web pages that are restricted to the members of the class. In order to access the materials on these pages you will have to login with a user name and password that you will be provided for you.
**WEST:** Web pages that are in a closed environment. To access the materials you will have to login with a user name and password that I will provide for you. In this environment you will also have access to a message system which you can use to e-mail me a message.
**The Discussion List**: This is an environment restricted to the members of the class and you have to login using the same user name and password that you use for the Intranet pages.
**Real Audio lectures** To access the oral mini-lectures you will need Real Player, a free software application that you can download from the web. (Click on "Aide technique" to find out where to download Real Player.)

(Note: You will not have to worry about where to find what. I will make it clear in the syllabus (horaire).

Please read all the information carefully! The Internet is a very flexible medium; nothing is fixed; everything can be easily changed. Please review the syllabus (horaire) frequently. Also check the "annonces", the annoucements document where I will post any new information or any changes.

Taking the Pretest. Please take the pretest before you start doing any of the readings or assignments for the course. We plan to assess the learning that takes place in the course and want to know the level of knowledge that you bring to this course. The pretest is NOT GRADED but you will get points for completing it.

Answering the initial and exit surveys and weekly assessment questions.
In order to determine the efficiency, advantages, problems and disadvantages of a course delivered via the Internet, we are conducting an in-depth assessment of the course. The surveys and weekly assessment questions are not graded but points are given for completing them.

Asking questions.
To encourage you to ask questions frequently, I have designed an icon in the form of a question mark, which when clicked will enable you to send me an e-mail message.

Please remember: There is no stupid or dumb question! One of the advantages of e-mail over classroom interaction is the anonymity of your questions. No one will know when you are asking me a question. If I get many questions regarding the same thing, I will post a comment in the discussion list or in the "annonces."

**********

Informations générales

**Course Goals**

The purpose of French 308 is to introduce the student to the civilization of modern France, from the short-lived glorious ideals of the French Revolution to the founding of its Fifth Republic, from its position as a formidable European and colonial power to its present position in the European Union. Through readings, lectures, Internet explorations, and on-line discussions, the student will be exposed to the cultural heritage, the perspectives, and the problems of the well-educated French citizen.

Although the primary aim of the course is to provide the student with insight into the rich heritage and world view of the French people, it also strives to continue perfecting the student's understanding of the spoken and written French language. For this reason, the course will be conducted in French.

**Course Expectations**

In order to be achieved successfully, the above goals require the student's full cooperation. Active class participation, timely completion of reading and writing assignments are key ingredients to success. Because the course is to be conducted in French, the student is expected to continue perfecting his/her reading, listening, and writing skills.

**Course Structure**

The course will be delivered entirely over the Internet. All the materials that you will need and use, texts, audio-lectures, quizzes, will be available on the Internet. To maximize the interaction between the instructor and the student, and among the students in the class, you will be using a discussion list, e-mail, chatrooms and Internet phone connections. The course components include the following:

**Readings** (lectures) in the form of electronic texts. Outlines of material enhanced with audio lectures (conférences) and links to relevant resources in France
**Discussion list** for posting questions and answers, for interactive discussion among the members of the class.
**E-mail** for communication with the instructor and other members of the class.
**Chat room** for realtime interaction with the instructor and other members of the class.
**Internet phone** for realtime conferencing with the instructor and other members of the class.
**Weekly assessment questions**.

**Devoirs (Assignments)**

**Reading and Discussion Assignments**: There is no hard copy (paper) text for this course. All text materials are available on-line. Some texts I have put on-line, others I will point you to. Each student will be expected to prepare each reading assignment in preparation for discussion in the Liste de discussion. For each reading, I will post questions in the discussion list. In order to maximize class interactivity, I will expect you to respond to the questions within the time frame that I will provide for each question. You must respond to a minimum of 2 questions per week. You will given points for participation and for completeness of your responses.

(Note: The Liste de discussion does not accept French accent marks without the

appropriate HTML tags. You will find the tag codes in the "Aide technique section." I will accept the postings in the discussion list in English, although I would encourage you to begin practicing your written expression in French).

**Quizzes:** The quizzes for this course are all self-testing quizzes covering the reading materials, the WWW explorations and the audio lectures. The quizzes are located in the WEST program where you will have to log in with a user name and a password that I will provide for you. When you have answered the questions, clicking on the submit button you will give you feedback on the number of right and wrong answers. Please use this to help you master the material.

**Project**: Each student (or two students working together) will select a topic early in the quarter from a list of possible subjects. The students will conduct in-depth research of the topic throughout the quarter using a variety of resources on the World Wide Web. The student will write up the results of this research and will post them in the discussion list. (Option: those students who feel comfortable with computers may create a homepage with the material that they have gathered. Assistance will be provided regarding HTML language, the formatting language for World Wide Web documents.)

**Final exam**: Short essay questions.

## FL308: Horaire (Weekly schedule)
## Eté 1997

**Semaine 1**

Objectifs

lire et comprendre les informations générales et techniques
établir sa base de connaissances personnelles de la civilisation française
se présenter aux autresmembres de la classe
réfléchir aux images stéréotypes des Français

**23 juin**

LISEZ: Informations générales
LISEZ: Renseignements techniques
COMPLETEZ: Initial survey
ECRIVEZ: Une petite biographie
DISCUTEZ: Les stéréotypes français
COMPLETEZ: Assessment Week 1
*TELECHARGEZ: Real Player
télécharger = download

**Semaine 2**

Objectifs

comprendre les perspectives françaises du temps et de l'espace
se familiariser avec la géographie de la France
se familiariser avec le contexte historique de la France moderne
se familiariser avec les grands momemts de l'histoire française
comprendre les traits principaux de l'Ancien Régime

**30 juin**

PASSEZ: Pretest
LISEZ: Lecture 1
EXPLOREZ: la géographie
LISEZ: Histoire ancienne
DISCUTEZ: Les caractéristiques de l'Ancien Régime
COMPLETEZ: Assessment Week 2

**Semaine 3**

Objectifs

comprendre les perspectives françaises de l'histoire, du passé
se familiariser avec le contexte historique de la France moderne

se familiariser avec les grands momemts de l'histoire française
comprendre les idées philosophiques du 18e siècle
comprendre le rôle de la Révolution dans la formation de la France moderne

**7 juillet**

LISEZ: Lecture 2
LISEZ: Histoire ancienne
LISEZ: Le 18e siècle
LISEZ: Les Philosophes
ECOUTEZ: Histoire ancienne: conférences
DISCUTEZ: La perspective de l'histoire
DISCUTEZ: L'importance du passé
DISCUTEZ: Une mission civilisatrice
DISCUTEZ: L'importance du présent
COMPLETEZ: Assessment Week 3

**Semaine 4**

Objectifs

se familiariser avec les événements de la Révolution française
comprendre l'importance de la Révolution française dans l'histoire de France
comprendre le concept de la Francophonie
se familiariser avec le monde francophone
se familiariser avec un pays du monde francophone

**14 juillet**

DISCUTEZ: Réagissez aux déclarations
DISCUTEZ: La Révolution française
DISCUTEZ: La Francophonie

**Semaine 5**

Objectifs

comprendre le concept de la Francophonie
se familiariser avec le monde francophone
se familiariser avec un pays du monde francophone

**21 juillet**

DISCUTEZ: La Francophonie 2
LISEZ: Rapport sur le voyage en Afrique

**Semaine 6**

Objectifs

se familiariser avec l'histoire et la littérature du 19e siècle
se familiariser avec l'histoire et la littérature du 20e siècle
comprendre la structure de la famille traditionnelle et moderne en France

**27 juillet**

LISEZ: Histoire du 19e siècle
LISEZ: Littérature du 19e siècle
LISEZ: Histoire du 20e siècle
LISEZ: Littérature du 20e siècle
DISCUTEZ: Napoléon
DISCUTEZ: Qu'est-ce que l'Affaire Dreyfus?
LISEZ: La famille française
COMPLETEZ: Assessment (B) Week 6

**Semaine 7**

Objectifs

se familiariser avec les auteurs français du 20e siècle
comprendre la structure de la famille traditionnelle et moderne en France
se familiariser avec les valeurs de la famille franŸaise
apprécier les différences fondamentales entre les valeurs de la famille française et la famille américaine
se familiariser avec le système éducatif français
se familiariser avec la structure du gouvernement français

**4 août**

EXPLOREZ/DISCUTEZ: Découverte d'un auteur français

LISEZ: La famille française moderne
LISEZ: La famille française tradionnelle
LISEZ: Le système éducatif français
LISEZ: Le gouvernement de la Ve République
DISCUTEZ: Famille française/famille américaine
CHOISISSEZ: Liste de projets possibles
COMPLETEZ: Assessment (A) Week 7 (e-mail)

**Semaine 8**

Objectifs

comprendre la structure du système éducatif français
comprendre la structure du gouvernement français
apprécier les différences fondamentales entre l'éducation française et l'éducation américaine
se familiariser avec le système des partis politiques français
se familiariser avec le système administratif français
se familiariser avec le monde du travail français

**11 août**

LISEZ: L'Administration de la France
LISEZ: L'éducation française
LISEZ: Le système politique français
DISCUTEZ: La politique française
DISCUTEZ: Education française/éducation américaine
CHOISISSEZ: Liste de projets possibles
COMPLETEZ: Assessment (B) Week 8 (e-mail)

**Semaine 9**

Objectifs

comprendre la structure du gouvernement français
comprendre la structure des partis politiques français
apprécier les différences fondamentales entre la politique française et la politique américaine
se familiariser avec le monde du travail français
se familiariser avec le monde des média français

**18 août**

LISEZ: Les partis politiques en France
LISEZ: Le système électoral
LISEZ: Les média en France
LISEZ: Le monde du travail en France
DISCUTEZ: La politique française
DISCUTEZ: Le monde du travail français
CHOISISSEZ: Liste de projets possibles
TESTEZ VOS CONNAISSANCES: La liste des interros (quizzes)
COMPLETEZ: Assessment (A) Week 9 (e-mail)

**Semaine 10**

Objectifs

comprendre le monde du travail français
comprendre le monde des média français
apprécier les problèmes fondamentaux de la société française moderne
se familiariser avec le système judiciaire français
se familiariser avec les croyances françaises
se familiariser avec la position de la France dans l'Union européenne

**25 août**

LISEZ: Les croyances en France
LISEZ: Le système judiciaire français
LISEZ: La société française aujourd'hui
DISCUTEZ: Le monde du travail français
DISCUTEZ: La société moderne
CHOISISSEZ: Liste de projets possibles
TESTEZ VOS CONNAISSANCES: La liste des interros (quizzes)

COMPLETEZ: Assessment (B) Week 10 (e-mail)

**Semaine des examens**

**3 septembre**

LISEZ: Les projets des étudiants
COMPLETEZ: Assessment (B) Week 10 (e-mail)
COMPLETEZ: Assessment Pre-course Survey (e-mail)
COMPLETEZ: Assessment Post-course Survey (e-mail)

**Appendix B**
**The Model**

| **7 Principles of Good Practice in Teaching and Learning*** (*Chickering & Gamson 1987) | ***#1 Good Practice Encourages Contacts between Students and Faculty*** | ***#2 Good Practice Develops Reciprocity and Cooperation among Students*** |
|---|---|---|
| **Teaching Objectives** | Provide students with multiple and diverse types of interaction with faculty to facilitate learning | Create opportunities for students to share with and respond to peers in order to develop deep learning |
| **Variables** | • proximal/digital<br>• ease/difficulty of contact<br>• frequency of opportunities<br>• confirmation/permanence<br>• interaction quality<br>• efficiency/clarity<br>• asynchronous/synchronous | • proximal/digital<br>• ease/difficulty of contact<br>• frequency of opportunities<br>• confirmation/permanence<br>• interaction quality<br>• efficiency/clarity<br>• asynchronous/synchronous |
| **Indicators** | • frequency of contact<br>• type of contact<br>• preference for type of contact | • frequency of contact<br>• type of contact<br>• preference for type of contact |
| **Measures** | • Pre & Post Survey<br>• Tabulate Totals for email messages, discussion group & chatroom participation, and voicemail/phone calls<br>• Formative Evaluation | • Pre & Post Survey<br>• Tabulate Totals for discussion group<br>• Formative Evaluation |

| **7 Principles of Good Practice in Teaching and Learning*** | **#3 Good Practice Uses Active Learning Techniques** | **#4 Good Practice Gives Prompt Feedback** |
|---|---|---|
| **Teaching Objectives** | Create participatory and multiple processing activities to promote deep learning | Guide and assess student performance through multiple and diverse types of response in a timely manner |
| **Variables** | • book/linked text<br>• library/WWW<br>• investigate/explore<br>• scaffolding/schema activation<br>• reflection/response<br>• reading/writing<br>• listening/discussing | • slow/immediate<br>• constructive/critical<br>• specific/general<br>• individualized/generic<br>• self/faculty/peers |
| **Indicators** | • variety of assignments<br>–investigative<br>–reflective<br>–self-testing<br>–schema activating<br>• ways perception and ideas about course content are modified | • type of response<br>• speed of response<br>• perceived most useful response<br>• use of feedback |
| **Measures** | • Pre and Post Surveys<br>• Pre and Post Tests of Course Content<br>• Formative Evaluation | • Pre and Post Surveys<br>• Tabulation Totals of faculty email response & number of student/student postings via discussion group<br>• Formative Evaluation |

| **7 Principles of Good Practice in Teaching and Learning*** | **#5 Good Practice Emphasizes Time on Task** | **#6 Good Practice Communicates High Expectations** |
|---|---|---|
| **Teaching Objectives** | Provide opportunities to maximize the efficient use of active learning time | Set and communicate high performance standards for students and provide the means to achieve them |
| **Variables** | • commuter/saved time<br>• efficient/inefficient use of time<br>• concentrated/immediate access to information<br>• access to faculty/peers<br>• convenient/variable scheduling<br>• amount/quality of time | • intrinsic/extrinsic motivation<br>• instrumental/integrative goals<br>• ascendancy of Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation)<br>• ways expectations are shared<br>• course competence level |
| **Indicators** | • time spent<br>• time saved<br>• completion of task<br>• perception of convenience | • variety of assignments along Bloom's taxonomy<br>• reasons for taking course<br>• communication of expectations via syllabus and feedback<br>• self-perceived competence<br>• grades |
| **Measures** | • Pre and Post Surveys<br>• Formative Evaluation | • Pre and Post Surveys<br>• Tabulate Feedback by type and frequency<br>• Comprehension Check on syllabus (initial, mid, close)<br>• Formative Evaluation<br>• Summative Evaluation |

| **7 Principles of Good Practice in Teaching and Learning*** | **#7 Good Practice Respects Diverse Talents and Ways of Learning** | |
|---|---|---|
| **Teaching Objectives** | Provide multiple and diverse ways of accessing course content to maximize learning for ALL students | |
| **Variables** | • visual<br>• kinesthetic/tactile<br>• auditory<br>• structured/unstructured<br>• larks/owls<br>• impulsive/reflective<br>• independent/cooperative | |
| **Indicators** | • variety of course materials<br>• variety of learning activities with various pre-assignment activities<br>• availability of materials<br>• nature of syllabus and course design | |
| **Measures** | • Pre and Post Surveys<br>• Formative Evaluation | |

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## Appendix C:
## Pre- and Post Surveys

### PRE-SURVEY

1. In previous courses, how have you contacted your teacher?
(Check ALL that apply)
a) in person during office hours
b) by email
c) by voicemail/telephone
d) in person before or after class
e) other (specify)

2. In the past, how often did you typically use the following to contact your teacher during an average term?
a) in person during office hours (Select one)
i) 1-2 times
ii) daily
iii) weekly
iv) every 2-3 weeks
v) once a month
vi) once per term
vii) never

In the past, how often did you typically use the following to contact your teacher by email during an average term? (Select one)
i) 1-2 times
ii) daily
iii) weekly
iv) every 2-3 weeks
v) once a month
vi) once per term
vii) never

In the past, how often did you typically use the following to contact your teacher by voicemail/telephone during an average term?(Select one)
i) 1-2 times
ii) daily
iii) weekly
iv) every 2-3 weeks
v) once a month
vi) once per term
vii) never

In the past, how often did you typically use the following to contact your teacher in person before or after class during an average term? (Select one)
i) 1-2 times
ii) daily
iii) weekly
iv) every 2-3 weeks
v) once a month
vi) once per term
vii) never

In the past, was there some other way you typically used to contact your teacher during an average term? Please specify and indicate how frequently.

3. In the past, what was your preferred way of contacting your instructor?
(Select one)
a) in person during office hours
b) by email
c) by voicemail/telephone
d) in person before or after class
e) other (specify)

In the past, was there another preferred way of contacting your instructor?
Please specify.

4. In previous courses, how have you contacted your fellow students?
(Indicate ALL that apply)
a) in person during office hours
b) by email
c) by voicemail/telephone
d) in person before or after class
e) other (specify)

5. In the past, how often did you typically contact your fellow students in person during an average term?
(Select one)
i) 1-2 times
ii) daily
iii) weekly
iv) every 2-3 weeks
v) once a month
vi) once per term
vii) never

In the past, how often did you typically contact your fellow students by email during an average term?
(Select one)
i) 1-2 times
ii) daily
iii) weekly
iv) every 2-3 weeks
v) once a month
vi) once per term
vii) never

In the past, how often did you typically contact your fellow students by voicemail/telephone during an average term? (Select one)
i) 1-2 times
ii) daily
iii) weekly
iv) every 2-3 weeks
v) once a month
vi) once per term
vii) never

In the past, how often did you typically contact your fellow students in person before or after class during an average term? (Select one)
i) 1-2 times
ii) daily
iii) weekly
iv) every 2-3 weeks
v) once a month
vi) once per term
vii) never

In the past, has there been some other way that you typically contacted your fellow students during an average term? Please specify and indicate the approximate number of times.

6. In the past, what was your preferred way of contacting your fellow students?
(Select one)
a) in person during office hours
b) by email
c) by voicemail/telephone
d) in person before or after class
e) other (specify)

7. In previous humanities/arts courses you have taken, what were the main ways the material was presented?

(Select ALL that apply)
a) group activity/peer discussion
b) library research/World Wide Web research
c) computer-assisted instruction
d) reading/writing
e) lecture
f) projects
g) problem solving
h) self-paced tutorial
I) other (specify)

8. In past courses, were your assignments always returned to you with feedback?
(Select one)
a) Yes
b) No

9. In past courses, how quickly were assignments usually returned to you?
(Select one)
a) immediately
b) next class meeting
c) more than one week later
d) 2 or more weeks later
e) never
f) other (specify)

10. In past courses, What was the most common type of feedback you received?
(Select one)
a) grade only
b) general comment
c) grade + comment
d) multiple general comments
e) specific guidance for improvement
f) self assessment
g) peer assessment
h) other (specify)

11. In past courses, which type of feedback have you found most useful?
(Select one)
a) grade only
b) general comment
c) grade + comment
d) multiple general comments
e) specific guidance for improvement
f) self assessment
g) peer assessment
h) other (specify)

12. For traditional courses, how much time have you typically spent commuting to class on a college campus?
(Select one)
a) 1-30 minutes
b) 31-59 minutes
c) 1 - 2 hours
d) more than 2 hours
e) none

13. For past courses, how much time have you typically spent on a single research visit to the campus library?
(Select one)
a) 1-59 minutes
b) 1-2 hours
c) more than 2 hours
d) none

14. In general, how often have your research efforts been successful?
(Select one)

a) always
b) often
c) sometimes
d) never

15. In the past, approximately how much time PER WEEK have you typically spent OUTSIDE of class on course work for a single class?
(Select one)
a) none
b) 1 min.-2 hours
c) more than 2 and up to 4 hours
d) more than 4 and up to 8 hours
e) more than 8 hours
f) other (specify)

16. Why are you taking this course?
(Select ALL that apply)
a) to satisfy a general education requirement
b) to further my interest in the course content area
c) to understand how courses are handled in cyberspace
d) for personal growth and fulfillment
e) other (specify)

17. In your previous course work, what were you most often expected to do to process the information?
(Select one)
a) know (that is, memorize and re-state information)
b) understand (grasp the meaning of the material & put in own words)
c) apply the material (to new situations)
d) analyze (break into components to consider)
e) synthesize (put parts of the material together to form a new whole)
f) evaluate (judge the value of the material)
g) other (specify)

18. How do you normally learn best?
(Select one)
a) by seeing or reading something
b) by hearing about something
c) by doing something
d) a combination of a+b
e) a combination of b+c
f) a combination of a+c
g) other (specify)

19. When you take a test, how do you react most often?
(Select one)
a) answer immediately and go on
b) consider a number of possibilities and come back again later
c) other (specify)

20. In general, when do you prefer to study?
(Select one)
a) early in the day (before 2 PM)
b) later in the day (after 2PM)
c) no preference
d) other (specify)

21. In general, which type of syllabus do you prefer?
(Select one)
a) a structure, linear, chronological syllabus
b) a flexible, adjustable, self-paced syllabus
c) other (specify)

22. How would you rate your abilities to handle the following types of tasks IN FRENCH?
a) Reading (Select one)

I) Beginning
ii) Low Intermediate
iii) High Intermediate
iv) Advanced

b) Writing (Select one)
I) Beginning
ii) Low Intermediate
iii) High Intermediate
iv) Advanced

c) Comprehending spoken language (Select one)
I) Beginning
ii) Low Intermediate
iii) High Intermediate
iv) Advanced

d) Speaking (Select one)
I) Beginning
ii) Low Intermediate
iii) High Intermediate
iv) Advanced

## POST-SURVEY

The answers to the following should all reflect your experience in FL 308, Contemporary France.

1. In this course, how did you contacted your teacher?
(Check ALL that apply)
a) in person during office hours
b) by email
c) by voicemail/telephone
d) in person before or after class
e) other (specify)

2. In this course, how often did you use e- mail to contact your instructor during the term?
(Select one)
a) 1-2 times
b) daily
c) weekly
d) every 2-3 weeks
e) once a month
f) once per term
g) never

3. In this course, how often did you use voicemail/telephone the to contact your instructor during the term?
(Select one)
a) 1-2 times
b) daily
c) weekly
d) every 2-3 weeks
e) once a month
f) once per term
g) never

4. In this course, was there some other way you used to contact your instructor during the term? Please specify and indicate how frequently.

5. In the past, what was your preferred way of contacting your instructor?
(Select one)

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a) in person during office hours
b) by email
c) by voicemail/telephone
d) in person before or after class
e) other (specify)

6. In the past, was there another preferred way of contacting your instructor? Please specify.

7. In previous courses, how have you contacted your fellow students?
a)in person
b)by email
c)by voicemail/telephone
d)in person before or after class
e)other (specify)

8. In this course, how often did you contact your fellow students during the term?
(Select one)
a) 1-2 times
b) daily
c) weekly
d) every 2-3 weeks
e) once a month
f) once per term
g) never

9. In this course, how did you contact your fellow students during the term?
(Select one)
a)in person
b)by email
c)by voicemail/telephone
e)other (specify)

10. In this course, was there been some other way that you typically contacted your fellow students during the term? Please specify and indicate the approximate number of times.

11. In this course, what was your preferred way of contacting your fellow students?
(Select one)
a) in person
b) by email
c) by voicemail/telephone
d) in person before or after class
e) other (specify)

12. In this course, what were the main ways the material was presented?
(Select ALL that apply)
a) group activity/peer discussion
b) library research/World Wide Web research
c) computer-assisted instruction
d) reading/writing
e) lecture
f) projects
g) problem solving
h) self-paced tutorial
I) other (specify)

13. In this course, were your assignments always returned to you with feedback?
(Select one)
a) Yes
b) No

14. In this course, how quickly were assignments usually returned to you?
(Select one)
a) immediately
b) next class meeting

c) more than one week later
d) 2 or more weeks later
e) never
f) other (specify)

15. In this course, What was the most common type of feedback you received?
(Select one)
a) grade only
b) general comment
c) grade + comment
d) multiple general comments
e) specific guidance for improvement
f) self assessment
g) peer assessment
h) other (specify)

16. In this course, which type of feedback have you found most useful?
(Select one)
a) grade only
b) general comment
c) grade + comment
d) multiple general comments
e) specific guidance for improvement
f) self assessment
g) peer assessment
h) other (specify)

17. In this course, how much time did you spent commuting to class on a college campus?
(Select one)
a) 1-30 minutes
b) 31-59 minutes
c) 1 - 2 hours
d) more than 2 hours
e) none

18. In this course, how much time did you typically spent on a single research visit to the campus library?
(Select one)
a) 1-59 minutes
b) 1-2 hours
c) more than 2 hours
d) none

19. In general, how often were your research efforts successful?
(Select one)
a) always
b) often
c) sometimes
d) never

20. In this course, approximately how much time PER WEEK did you typically spent OUTSIDE of class on course work for? (Select one)
a) none
b) 1 min.-2 hours
c) more than 2 and up to 4 hours
d) more than 4 and up to 8 hours
e) more than 8 hours
f) other (specify)

21. Why are you taking this course?
(Select ALL that apply)
a) to satisfy a general education requirement
b) to further my interest in the course content area
c) to understand how courses are handled in cyberspace
d) for personal growth and fulfillment

e) other (specify)

22. In this course, what were you most often expected to do to process the information?
(Select one)
*a) know (that is, memorize and re-state information)*
b) understand (grasp the meaning of the material & put in own words)
c) apply the material (to new situations)
d) analyze (break into components to consider)
e) synthesize (put parts of the material together to form a new whole)
f) evaluate (judge the value of the material)
g) other (specify)

23. How do you normally learn best?
(Select one)
a) by seeing or reading something
b) by hearing about something
c) by doing something
d) a combination of a+b
e) a combination of b+c
f) a combination of a+c
g) other (specify)

24. When you take a test, how do you react most often?
(Select one)
a) answer immediately and go on
b) consider a number of possibilities and come back again later
c) other (specify)

25. In general, when do you prefer to study?
(Select one)
a) early in the day (before 2 PM)
b) later in the day (after 2PM)
c) no preference
d) other (specify)

26. In general, which type of syllabus do you prefer?
(Select one)
a) a structure, linear, chronological syllabus
b) a flexible, adjustable, self-paced syllabus
c) other (specify)

27. How would you rate your abilities to handle the following types of tasks IN FRENCH?
a) Reading (Select one)
i) Beginning
ii) Low Intermediate
iii) High Intermediate
iv) Advanced
b) Writing (Select one)
i) Beginning
ii) Low Intermediate
iii) High Intermediate
iv) Advanced
c) Comprehending spoken language (Select one)
i) Beginning
ii) Low Intermediate
iii) High Intermediate
iv) Advanced
d) Speaking (Select one)
i) Beginning
ii) Low Intermediate
iii) High Intermediate
iv) Advanced

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## Appendix D:
## Formative Assessment Instruments, Sets A and B

### SET A

1. These past 2 weeks, to contact my instructor, I used:
   - e-mail _____ times
   - the web _____ times
   - chatroom _____ times
   - discussion list _____ times

2. These past 2 weeks, I interacted with the course materials by writing and posting to the discussion group:
   - 0 times
   - 1-2 times
   - 3-5 times
   - more than 5 times

3. These past 2 weeks, I used WWW explorations to respond to questions, or to solve problems:
   - 0 times
   - 1-2 times
   - 3-5 times
   - more than 5 times

4. These past 2 weeks, I interacted with the course materials using chat room participation:
   - 0 times
   - 1-2 times
   - 3-5 times
   - more than 5 times

5. During the past 2 weeks, did you always receive feedback on your assignments?
   - yes
   - no

6. How quickly did you receive feedback?
   - immediately (within 24 hours)
   - within 3 days
   - more than 1 week later
   - 2 or more weeks later
   - never
   - other

7. Did you use the self-test these past 2 weeks:
   - yes
   - no

8. These past 2 weeks, how much time did you spend reading the materials:
   - 0-2 hours
   - 3-4 hours
   - 5-6 hours
   - more than 6 hours

9. How often do you make efficient use of web exploration:
   - always
   - often
   - sometimes
   - never

10. During this 2-week period, what was the least engaging learning activity?

11. During this 2-week period, when you felt most engaged with an assignment, did you learn by _____?
    - seeing and reading
    - hearing
    - doing
    - a combination of a + b

a combination of b + c
a combination of a + c

12. Do you generally do your work
early in the day (before 2pm)?
late in the day (after 2pm)?

## SET B

1. These past 2 weeks, to contact classmates, I used:
e-mail _____ times
the web _____ times
chatroom _____ times
discussion list _____ times

2. These past 2 weeks, I interacted with the course materials using the readings and/or outlines posted on the web:
0 times
1-2 times
3-5 times
more than 5 times

3. These past 2 weeks, I interacted with the course materials using the audio lectures:
0 times
1-2 times
3-5 times
more than 5 times

4. These past 2 weeks, I interacted with the course materials using the self-tests:
0 times
1-2 times
3-5 times
more than 5 times

5. During the past 2 weeks, how many times did you receive feedback?
0 times
1-2 times
3-5 times
more than 5 times

6. The most common feedback you received was:
a grade
a vague comment
a specific comment
a grade and a comment
other (specify)

7. These past 2 weeks, how much time did you spend on responding to the posted questions:
0-2 hours
3-4 hours
5-6 hours
more than 6 hours

8. These past 2 weeks, how much time did you spend on exploring WWW sources:
0-2 hours
3-4 hours
5-6 hours
more than 6 hours

9. During this 2 week period, what was the most engaging learning activity?

10. During this 2 week period did you_____ ? (Include ALL that apply)
recognize and understand the material
analyze the material

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synthesize the material
apply or evaluate the material

11. When you took a quiz , did you---
answer immediately?
consider possibilities and come back to the question later?
other?

12. Do you find the work to be
flexible?
structured?